High School Environmental Science, March 30-April 17

Resource Used: HMH Dimensions Earth and Space Science  Pages: 618-659

**Topic:** Human Activity and Earth

**What Your Student is Learning:**
In Lesson 1, students will construct explanations of the way humans depend on Earth’s natural resources for survival. They explore the many ways resource availability controls the growth and distribution of human populations and the relationships between natural hazards and human activity.

In Lesson 2, students will establish the goals of sustainability and, engaging in argument from evidence, delineate the interactions between the social, environmental, and economic dimensions of sustainability. Students will use mathematics and computational thinking to evaluate human impacts on Earth’s systems (water, land, air, and life). Students will construct explanations and design solutions intended to overcome challenges to sustainability, ensuring sustainability today and in the future.

**Background and Context:**
Students should read the text, discuss the ideas with a parent or a classmate by phone, text, or email, and answer the questions in a notebook. [Click here to access the Human Activity and Earth Learning Packet.](#)

In High School, students should engage in science each day for 45 minutes or every other day for 90 minutes. Below is a suggestion for how you might want to break up the work, but if you haven’t started yet, just start with the first week and go forward from there!

- Week of March 16th: Natural Resources, Lesson 1
- Week of March 23rd: Natural Resources, Lessons 2-3
- **Week of March 30th: Human Activity and Earth, Lesson 1**
- Week of April 13: Human Activity and Earth, Lesson 2

**Ways to Support Your Student:**
Encourage your students to talk or write about their ideas before, during, and after completing the activities. Tell them not to worry about being wrong or not knowing; science is about revising ideas over time based on new information. Students might call or video chat their classmates to discuss these ideas together as well. They should encourage each other to use evidence from the text to support their ideas.

**Additional Resource for Parents:**
Answer keys for the questions in the text are [available here.](#)
Answer keys are available for:
Unit 11 Lesson 1 Self-Check, pages
Unit 11, Lesson 2 Self-Check, pages

[Click here to access the answer keys]

Tips for Busy Parents who want to support their children's science learning

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<th>Online Resources for Students: These web resources provide other ways to engage with content, with short engaging videos, simulations, articles, and questions.</th>
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